

**Autumn term
Year 3 and 4.
A whole New World.
Africa.**

Our wow starter!
**A Royal Tea –Taster arrives in class seeking apprentice tea-tasters.
The children will smell and taste a range of different teas served from
china tea pots and cups and saucers.**

What we will do!

How we will do it!

English

Cloud Tea Monkeys by Juan Wijngaard

Writing composition;

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a

varied and rich vocabulary and an increasing range of sentence structures

-organising paragraphs around a theme

- in narratives, creating settings, characters and plot

- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the

accurate use of pronouns in sentences proof-read for spelling and punctuation errors

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading.

Pupils should be taught to:

Word reading.

-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension.

Pupils should be taught to:

-develop positive attitudes to reading and understanding of what they read by:

-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- reading books that are structured in different ways and reading for a range of purposes

- using dictionaries to check the meaning of words that they have read

-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

- identifying themes and conventions in a wide range of books

Tashi took her bowl of sweet tea outside...



Our writing will include a description, a 'how to' guide, a letter, and a non-chronological report.

[see weekly planning]

In comprehension,

we will be reading The Butterfly Lion by Michael Morpurgo

[see weekly planning]



- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Geography.
Local geography- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Local geography- identify the position and significance of latitude, longitude, **Equator**, **Northern Hemisphere**, **Southern Hemisphere**, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including **day and night**)
Human and physical geography- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Human and physical geography- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900;
Benin (West Africa) c. AD 900-1300

Art

'An Adventure with Mr Tea'






What is Fairtrade and why is it important?
 How can we support fairly traded goods?
 To plan and carry out a project to encourage people in our local community to purchase fair trade goods.

Challenge children to identify, name and locate the 54 countries of Africa!
 We will explore the human and physical features of West Africa, specifically Nigeria, North Africa, specifically Morocco, Eastern Africa and Tanzania, and finally Southern Africa and South Africa.

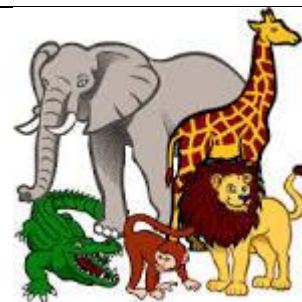
We will travel back in time to West Africa and the Kingdom of Benin!
 We will make timelines of the Kingdom of Benin and compare artefacts and oral histories. We will Learn about the Obas of Benin and finding out about the lives of craftsmen, builders and other ordinary people. We will Investigate and explore their different trade routes. Finally, we will be exploring Benin's 'Golden Age' and why the Kingdom of Benin collapsed after the Golden Age,



Art of Africa!

<p>Skills and techniques- to create sketch books to record their observations -to improve their mastery of art and design techniques, including drawing with a range of materials</p>	 <p>We will recreate natural animal print patterns choosing the most suitable medium to suit each pattern. We will recreate art in the style of Tingatinga paintings.</p>
<p>DT Design-make-evaluate -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], -accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Cooking and nutrition -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>The sounds of Africa! We will investigate African instruments by finding out how they make their sound. We will design and make our own kalimba and shekere by choosing our materials carefully. We will use and evaluate our instruments by creating and performing an African-music-inspired composition!</p>   <p>Food to fork!! We will be preparing our class plot in the school garden ready for the sowing of seeds and the growing of different vegetables. This will be a year long project culminating in our WW2 topic.</p>
<p>Science [AUTUMN 1] LIVING THINGS AND THEIR HABITATS Content -recognise that environments can change and that this can sometimes pose dangers to living things Working scientifically -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>What is happening to our World? Environmental change. We will complete a habitat survey and create a habitat/ecosystem collage displaying African ecosystems We will find out about and understand climate change and conduct a greenhouse gas investigation We will look at how humans affect habitats – Reduce, Reuse, Recycle We will work collaboratively to create a group presentation on an endangered African animal</p>

- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings



Science [Autumn 2]

ANIMALS INCLUDING HUMANS

Content

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Working scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identifying differences, similarities or changes related to simple scientific ideas and processes

The Circle of Life!

- We will make a working model of the human digestive system showing peristalsis.
- We will design, perform and narrate a dance to show the basic function and parts of the digestive
- We will use mirrors to make a playdough model of our teeth – label and explain the function of each teeth type
- We will use drama and performance to understand and interpret food chains, showing producers, predators and prey
- We will construct food chains.



Music

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Who's got Talent?



Through weekly music lessons and assemblies with our peripatetic teacher and class sessions we will:

- learn a variety of songs to sing as an ensemble choir for our termly performance to the residents of Mayfields residential home for the elderly
- in groups, compose a short piece of music influenced by the traditional music of Africa which can be joined together in a whole class performance
- understand the history and significance of 'Nkosi Sikelel' iAfrika' and, taking inspiration from the Anthem Project by the Ndlovu Youth Choir of South Africa, phonetically learn the song.

PE

Dance

-perform dances using a range of movement patterns

Gymnastics

-develop flexibility, strength, technique, control and balance [for example, through gymnastics]

Games

-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Swimming Year 3

swimming instruction- In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

We will be;



RE [Autumn 1] Islam Using the Cheshire Agreed Syllabus, children will follow the ‘Encounter and Response’ model. This gives them opportunities to engage and enquire, express and evaluate.

Islam. We will create a map to show where Islam is founded and explain who the key prophet was. We will use calligraphy to list the main Muslim beliefs and investigate Muslim worship in a mosque. We will create a mobile using the symbol for Islam and finally use all of this information to create a group presentation about the Muslim holy book.



RE [Autumn 2] Using the Cheshire Agreed Syllabus, children will follow the ‘Encounter and Response’ model. This gives them opportunities to engage and enquire, express and evaluate.

Creation- We will sequence and retell creation stories chosen from Christianity, Islam, Hinduism, Sikhism –understanding the similarities and differences

We will learn about the Yoruba Creation story from the Kingdom of Benin and produce collage and watercolours depicting the Yoruba story. Finally, we will compose a piece of group music to accompany the telling of the Yoruba creation story through pictures



Languages

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing



We will learn to greet each other in Spanish and play games to learn Spanish numbers and colours. We will also learn a song in Spanish
We will find out about the Spanish speaking world – including the only Equatorial Guinea, the only Spanish speaking country in Africa
Finally, we will find out about **Feliz Navidad** – experience some of the traditions of a typical Spanish Christmas, including sweet making, Roscon cake tasting and creating Spanish Christmas cards

Computing

Computer Science:

Pupils should be taught to:

- design write and debug programs that accomplish specific goals.... solve problems by decomposing them in smaller parts
- use sequence, selection and repetition in programs
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Digital Literacy:

Pupils should be taught to:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content



Through our Africa topic and wider subject areas the children will be introduced to the basics of online searching, including how to use effective keywords. They will also learn to conduct searches that provide them with the most helpful and relevant information

Online safety using the EAWARE programme.

Class Maths

Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

We will be investigating shape. [see weekly planning]



We will be investigating coordinates [see weekly planning]



Maths.

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

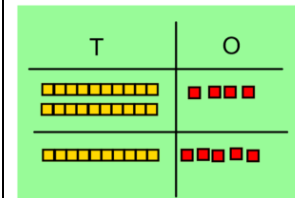
Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation and to help them recognise when to use certain operations and methods when faced with problems.

To support children's understanding we follow a CPA (Concrete, Pictorial, Abstract) approach as detailed in our calculation policy.

Our Autumn Term focus is Place Value, Addition and Subtraction.

24 + 15 =

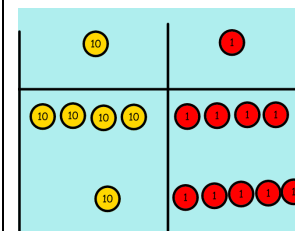


30 + 9 = 39

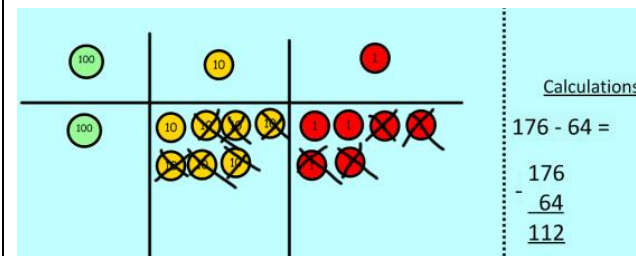
Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.

Place value counters:

44 + 15 =



50 + 9 = 59



Calculations
 $176 - 64 =$
 $\begin{array}{r} 176 \\ - 64 \\ \hline 112 \end{array}$